

AN EVALUATION OF THE NEW DEAL SCHOOL LIBRARY BOOK COLLECTION
IN RELATION TO THE PROBLEMS, INTERESTS AND NEEDS
OF THE STUDENTS

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CHAPTER I

INTRODUCTION

School libraries were first advocated and begun in the nineteenth century.¹ The first conception of the school library was concerned with books themselves and not with services. The earliest libraries were merely classroom collections and, in the development toward centralization, they were predominantly book centers quite dissociated from other activities of the school.² Through the first decade of the twentieth century, the collection comprised mainly supplementary reading for English classes,³ so the actual existence of school libraries as an integral part of the institutions they serve is a twentieth century development.⁴ It was in the 1920's when the first standards for high school libraries were formulated,⁵ so in many communities the centralized school library remains at a relatively inadequate stage of development. Many school libraries have come into existence since the nineteenth century and many of them have advanced and kept pace with certain standards as formulated by the pooled judgement of librarians and

¹Mary Peacock Douglas, "Elementary and Secondary School Libraries," The Encyclopedia Americana, XVII (1957), 356.

²American Library Association, Committee on Post-War Planning, School Libraries for Today and Tomorrow (Chicago: American Library Association, 1945, p. 5.

³Ibid.

⁴Douglas, op. cit.

⁵Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1947), p. 25.

other educators; however, there may still be found many libraries that fall short of meeting the standards and are in some way inadequate for the clientele they serve. On the other hand, a recent article includes this statement:

the school library today can scarcely be thought of as the stepchild it once was. From precarious beginnings, when only the wealthiest schools could justify its inclusion in their organization, it has now achieved almost universal acceptance.¹

This statement implies that libraries, in some form, are existing in almost all schools today, but it does not necessarily mean that all of these libraries measure up to standard requirements.

Whether or not the school library is to serve the school effectively may depend to a large extent upon a process of frequent evaluation. It is highly necessary that schools and libraries, like other social institutions, recognize the present period as one which necessitates reevaluation of existing programs and that they engage in thoughtful planning for their continuation and growth. Reconsideration of the educational programs of schools inevitably involves re-study and re-planning of school library services.²

It becomes apparent that this has special significance at New Deal School, since little interest in the use of the library book collection is evident. In the observance of the New Deal School community, one may readily see that the New Deal Library is the most outstanding cultural outlet in the area to which its students are exposed, and it seems that more attention should be focused toward the use of the services it could render. It is important that rather extensive description of the location of the New

¹Evelyn S. Bianchi, "The School Library-Room for Improvement," School Activities and the Library (Chicago: American Library Association, 1959) p. 1.

²American Library Association, Committee on Post-War Planning, op. cit. p. 4.

Deal School Library be given in order to establish the need for the library book collection to be evaluated, because of the limited amount of cultural outlets found in the immediate area. For example: there is no public library service in the immediate vicinity and there are no recreational facilities present, such as parks, playgrounds, et cetera. The only institutions in the immediate area, other than schools, are churches. The nearest theaters which can be attended are between nine to 15 miles away, in the city of Anderson, South Carolina. Even if there were other cultural outlets available, it seems that more use of the library should be a reality.

Historical Facts and Characteristics
of Starr-Iva School District
Number Three

New Deal School is located in Anderson County, South Carolina in the Starr-Iva School District Number Three. Its more exact location is approximately one mile west of the town limit of Starr, South Carolina.

Anderson County is referred to as being progressive and agriculturally rich; its altitude averages from 750 to 1,000 feet. The county is located in the Piedmont Plateau section of northwest South Carolina and is 776 square miles in area (496,640 acres.)¹ Anderson County has shown a steady growth since the first federal census was taken in 1860. The estimated census figure for Anderson County in 1956 shows the population as being 92,000.² There are five school districts in Anderson County. Starr-Iva School District Number Three is one of the four school districts located outside the city of Anderson. During the 1957-58 school term, the population of Starr-Iva School

¹Brief Facts About Anderson, South Carolina (Anderson: Chamber of Commerce, 1957), p. 3.

²Ibid., p. 4.

District Number Three was 8,684 (3,000 Negro, 5,684 white).¹

Starr and Iva are adjacent towns. Starr, previously called Cross Roads,² is located approximately nine miles south of the city of Anderson and Iva is approximately 15 miles in the same direction. Starr and Iva are both relatively small places. The most recent census, taken in 1950, shows the population at 1,260 for Starr and 2,540 for Iva.³ Starr is located in the Varennes Township⁴ and Iva, the larger of the two places, is located in the Corner Township.⁵ Iva was established between the Savannah and Rocky Rivers about 1884; the town draws trade from the rich farms around it. The chief industry of Iva is the Jackson Textile Mill, which manufactures cotton sheeting.⁶ Presently under construction by a corps of Army engineers is the Hartwell Dam Project. This \$150,000,000 hydro-electric power plant will be a main spring in the future development of the New Deal School community.

There are nine schools in Starr-Iva School District Number Three: one senior high school and seven elementary schools for the whites and New Deal which is the only Negro school in the district. New Deal is a combination elementary, junior and senior high school, which operates on the 6-3-3 plan and comprises grades one through 12.

¹J. Levi Smith, Anderson County Superintendent of Education Office Report, 1957-58.

²Louise A. Vandiver, Traditions and History of Anderson County (Atlanta: Ruralist Press, 1928), p. 218.

³Smith, op. cit., 1950.

⁴Vandiver, op. cit., p. 190.

⁵Ibid., p. 216.

⁶Writers' Project, South Carolina; A Guide to the Palmetto State (New York: Oxford University Press, 1941), p. 455.

Historical Facts and Characteristics
of New Deal School

New Deal School has been in existence as a rural consolidated school since 1955. Prior to 1955, it was a four-room elementary school which resulted from the merger of two other rural, one-room, one-teacher schools, according to Mrs. Connie E. Lindsey,¹ who came to the community in 1928, when Evergreen and Goodwill were two very small and over-crowded schools in the community. Mrs. Lindsey and the citizens of the community were conscious of the need for a new building and it was this need that stimulated a movement which resulted in the merger of Evergreen and Goodwill, to form one school.²

In September, 1929, Mrs. Lindsey approached the officials of the school community to set forth the needs and desires of the people for the new school. She was charged with the duty of raising the sum of \$50 and was told that, if she were successful, due consideration would be given to the construction of a new school for the community. Mrs. Lindsey immediately launched a campaign and was successful in her efforts.³

Another problem which confronted the community was the selection of a location for the new school. Two acres of land had been purchased earlier for the purpose of establishing a new school but it was not centrally located. It was fortunate that the community was able to get five acres of land in a more desirable location in exchange for the two which it already owned.⁴

The construction of the new school was begun in 1930 and the building

¹Interview with Connie E. Lindsey, Teacher of New Deal School, June 27, 1958.

²Ibid.

³Ibid.

⁴Ibid.

consisting of four large classrooms, was completed in 1932. Mrs. Lindsey suggested that the school be named "New Deal" since this was the beginning of the New Deal Era launched by the Roosevelt Administration.

The New Deal School operated in this four-room building until 1954 when the rural school consolidation program developed and New Deal, as the most centralized place of all of the other schools in the district, was changed into the present combination elementary-high school.¹

In April, 1954, the contract was let for the construction of a new rural consolidated Negro, elementary-high school, for Starr-Iva School District Number Three.² The modern 22 classroom, educational plant includes a combination auditorium-gymnasium, cafeteria, kitchen, library, home economics department, vocational-agriculture department, science department and other facilities. The enrollment for the 1957-58 school term was 706³ and the enrollment for the 1958-59 school term is 706,⁴ also. Of the present enrollment, 239 students are enrolled in grades seven through 12.

The administrative staff consists of a district superintendent and a full-time supervising principal. There are eight high school teachers, 13 elementary teachers, and one full-time librarian. The library serves grades one through 12 but books for the children in the elementary grades are maintained in a separate section of the library. Clubs and organizations, approved by the student council and the administration, include a student council, a choral group, a cheering squad, library club, dramatics club, mathematics club, science club, 4-H club, New Farmers of America, New Homemakers

¹Ibid.

²The Anderson Independent, April 10, 1954.

³Smith, op. cit., 1957-58.

⁴Oswald V. Hicks, Principal's Monthly Report, December 1958.

and an honor society. Organized sports include football, basketball, baseball and track.

Brief Description of the
New Deal School
Library

Library quarters at New Deal School include a reading room (36'x28'), a work and a conference room, each with a 12'x 12' dimension. The library is equipped with six large tables and two small tables at which a total of 40 persons may be seated comfortably, with six persons at each large table and two at each small table. Other space is available in which six to 10 persons may be seated away from tables. The present library staff consists of one full-time librarian and seven library assistants consisting of two faculty members and five students.

Presently the library houses 1,021¹ volumes including three standard sets of encyclopedias, one single volume encyclopedia, two unabridged dictionaries and a general collection of books arranged according to the Dewey Decimal Classification System.¹ Item number one under library standards recommended by the South Carolina State Department of Education states that, "each accredited high school must have five library books per pupil...."² It further states that, "no accredited school may have fewer than 500 books."³ It should be noted here that quantitatively the library book collection does meet the minimum requirements for the state of South Carolina, since there are more than 500 books; however, the collection averages only approximately 1½ books on a per pupil basis.

¹New Deal School Library Accession Record, 1955-59.

²South Carolina State Department of Education, Standards for Accredited High Schools of South Carolina (Columbia: South Carolina State Department of Education, 1957), p. 46.

³Ibid.

In previous years the New Deal School Library budget has been determined solely on the basis of the recommendations of the South Carolina State Department of Education. In the standards for accredited schools in South Carolina, item number two, under library appropriations, states that for an "enrollment of 500 through 999 pupils--an annual appropriation of at least \$750, plus \$1.25 per pupil above 500 pupils,"¹ must be spent. A recent conference of the librarian with the district superintendent and the supervising principal of New Deal School resulted in the allocation of a budget of \$1500.00 for the purchase of library books during the 1959-60 school term.

At the time of the official opening of New Deal as a modern rural consolidated school, the purchase of the library book collection was made without a thorough consideration of the interests, needs and desires of the students. This may account, therefore, for some of the lag in the extensive use of the collection. The nature of the type of purchase mentioned above is contrary to the first specific aim of the school library which, according to Fargo, is: "to acquire books and materials in line with the demands of the curriculum and the needs of boys and girls and to organize them for effective use."² The realization of the existing situation at New Deal School stimulated the present study.

Purpose and Scope

Since New Deal School is the only school for Negroes in the district and the New Deal School Library is the only library in the district to which Negroes have access, it seems highly necessary that the library book

¹Ibid.

²Fargo, op. cit., p. 22.

collection should be evaluated in order to determine how adequately it meets the needs of those it is designed to serve. However, this study dealt only with the 102 students enrolled in grades nine through 12. This grade level was chosen for the study because a recent period of observation and consultation with classroom teachers revealed that less use of present library facilities was evident at this grade level. In view of this fact, it is possibly safe to assume that these students are confronted with certain problems and that their individual interests and needs are not being met adequately; therefore, the general purpose of this study is to evaluate the library book collection at New Deal School in terms of its capacity to aid these students in the crucial areas mentioned above. More specifically this study will attempt (1) to reveal information pertaining to the personal problems and reading interests and needs of these students; (2) to denote strengths and weaknesses in the library book collection; (3) to determine ways in which existing weaknesses might be improved; and (4) to serve as a guide for future purchases in building the collection.

Methodology

The methods used in gathering data for this study were the administering of two instruments to the 102 students enrolled in grades nine through 12. The first instrument was the Mooney Problem Checklist (High School Form)¹ which consists of a list of problems concerning or often troubling students of the age and grade level dealt with in this study. There are 330 problems divided into 11 major areas of living, with 30 problems, divided equally and arranged in groups of five under the 11 major subject headings as follows: (1) Health and Physical Development, (2) Finances,

¹Ross L. Mooney, Mooney Problem Checklist (High School Form) (New York: The Psychological Corporation, 1950.)

Living Conditions and Employment, (3) Social and Recreational Activities, (4) Courtship, Sex and Marriage, (5) Social-Psychological Relations, (6) Personal-Psychological Relations, (7) Morals and Religion, (8) Home-Family, (9) The Future: Vocational and Educational, (10) Adjustment to School Work, and (11) Curriculum and Teaching Procedures. After the pupils checked those problems which were troubling them, this information was compiled and calculated according to sex, age and grade level, pointing out the crucial problem areas in their growth and developmental patterns. Those problems which occurred most frequently or rated highest among the students are the ones which were considered or dealt with in evaluating the library book collection.

The second instrument which was administered to these students was the Reading Interest Inventory, by Witty, Kopel and Brink.¹ This inventory is designed to acquire information on various interests and activities of students. Major questions appearing on this inventory which students were requested to answer are concerned with the following interests: (1) Reading for Pleasure, (2) Time Devoted to Reading, (3) Travel, (4) Places Visited, (5) Games and Sports, (6) Clubs, (7) Collections, (8) School Life, (9) Dreams, (10) Sleep, (11) Personal Desires, (12) Parties, (13) Home Work, (14) Employment Status, (15) Movies. Two insertions were made in the inventory as follows: (16) Television Viewing Habits and, (17) Opinions of Students in Regard to Their School Library. Answers to questions on this inventory were compiled and tabulated in order to reveal what interests and activities were dominant at the age and grade level dealt with in this study. Various interests, as they rated from high to low among the students, were pointed out.

¹Paul Witty, Reading and the Educative Process (Boston: Heath, 1943), p. 335.

On the basis of the findings revealed from the two instruments utilized, the library book collection was examined thoroughly. The procedure used in evaluating the book collection was to check the shelf list by each individual class and then by each individual book respectively. Various strengths and weaknesses in the collection were pointed out in order to determine what the present collection has to offer these students in relation to their revealed problems and interests. After strengths and weaknesses were identified, suggestions for overcoming existing weaknesses were made.

As a process of further evaluation, the library book collection was checked against the Standard Catalog for High School Libraries¹ and the List of Books for Junior and Senior High School Libraries of South Carolina² in order to determine whether or not the titles appearing in the collection have been included or recommended in these lists.

¹Standard Catalog for High School Libraries (New York: Wilson, 1952.)

²List of Books for Junior and Senior High School Libraries of South Carolina (Columbia: State Department of Education, 1952.)

CHAPTER II

PROBLEMS, INTERESTS AND NEEDS OF THE STUDENTS OF NEW DEAL SCHOOL

During the latter part of the school term 1958-59, a study of the problems and interests of the students enrolled in grades nine through 12 at New Deal School was made. This study was made by means of administering the Mooney Problem Checklist and the High School Reading Interest Inventory. The above mentioned instruments were administered to the 102 boys and girls by the investigator with the assistance of four class room teachers. Although special care was taken to emphasize to the students that their responses would be held in strictest confidence, certain conditions might have placed some limitations on their responses. Many students might have failed to identify some of their responses and interests because they were unaware of them at the time the instruments were administered. Also, the attitudes of the students towards the school, the teachers, the checklist and the inventory determined, to a great extent, the way in which they responded to the instruments. With these limitations in mind the discussion which follows presents the problems and interests discovered through the use of the two instruments.

Analysis of All Problems Revealed by the Mooney Problem Checklist

There were 330 problems which appeared on the Mooney Problem Checklist. These problems were divided equally into groups of 30 and distributed under 11 major problem areas. The 102 students enrolled in grades nine through

12 at New Deal School checked 324 of the 330 problems. This tabulation showed that six problems on the checklist were of no concern to these students. The six problems which were not checked and the problem areas were as follows: "Can't see that school work is doing me any good" in the area of Vocational and Educational Future; "Not getting enough outdoor air and sunshine," in the area of Health and Physical Development; "Teachers lacking personality," in the area of Curriculum and Teaching Procedures; "Swearing, dirty stories" and "Giving in to temptations," in the area of Morals and Religion; and "Friends not welcome at home," in the area of Home and Family. The 324 problems which were checked received a total of 4,358 check-marks. The 4,358 check-marks were distributed throughout the 11 major problem areas and the distribution of check-marks ranged from a high of 600 in the area of Adjustment to School Work to a low of 236 in the area of Home and Family. The distribution of check-marks in the nine remaining areas was as follows: 525 check-marks in the area of Finances, Living Conditions and Employment; 428 in the area of Vocational and Educational Future; 427 in the area of Personal-Psychological Relations; 417 in the area of Morals and Religion; 398 in the area of Social and Recreational Activities; 371 in the area of Social-Psychological Relations; 348 in the area of Courtship, Sex and Marriage; 313 in the area of Health and Physical Development and 295 in the area of Curriculum and Teaching Procedures (see Table 1).

Adjustment to School Work

According to the frequency of check-marks the area of Adjustment to School Work was the area receiving the highest number. The tabulation of the students' responses revealed that each of the 30 problems in this area was checked and a total of 600 check-marks were tabulated. The distribution of the number of students checking each problem in this area ranged from a

low of two to a high of 72. In addition to the fact that this area yielded the highest number of check-marks, it also contained the major problem which was troubling more students than any other problem on the checklist. This problem which was checked by 72 of the 102 students was "Not spending enough time in study." The problem which was revealed as a concern to only two students was "Wanting to quit school." Among the 28 remaining problems in this area, two of them were more outstanding than the others. These were "Just can't get some subjects" checked by 67 students and 56 students checked "Worrying about examinations." Other problems in this area were checked by from three to 34 of the students.

Finances, Living Conditions and Employment

The second most prevalent problem area was Finances, Living Conditions and Employment. There were 525 check-marks tabulated in this area with each of the 30 problems receiving one or more check-marks. The most prevalent problem in this area, which was indicated by 60 students, was "Wanting to earn some of my own money." The one problem which was revealed as a concern of only one student was "Working too much outside of school hours." Two other major problems in this area were "Needing to learn how to save money" which was checked by 59 students and "Having to ask parents for money" which received 58 check-marks. The distribution of check-marks among the other problems in this area ranged from two to 33.

Vocational and Educational Future

There were 428 check-marks in the area of Vocational and Educational Future, the third most prevalent problem area, and 29 of the 30 problems in this area were checked. The one problem which was not checked was "Can't see that school work is doing me any good." The number of students checking the 29 remaining problems ranged from three to 61. Three of the 29 problems

TABLE 1

TOTAL NUMBER OF PROBLEMS INDICATED BY STUDENTS OF
NEW DEAL SCHOOL IN EACH OF ELEVEN
PROBLEM AREAS

Problem Areas	Number of Problems Checked	Percentage of Total Number Checked
Adjustment to School Work	600	14
Finances, Living Conditions and Employment	525	12
Vocational and Educational Future	428	10
Personal-Psychological Relations	427	10
Morals and Religion	417	10
Social and Recreational Activities	398	9
Social-Psychological Relations	371	8
Courtship, Sex and Marriage	348	8
Health and Physical Development	313	7
Curriculum and Teaching Procedures	295	7
Home and Family	236	5
Total	4,358	100

checked were outstanding among these students. These were: "Wanting advice on what to do after high school" checked by 61 students, "Needing to know more about colleges" checked by 50 students, and "Deciding whether or not to go to college" checked by 42 students. The 26 problems which remain were checked by not more than 22 students.

Personal-Psychological Relations

The tabulation showed that the problems in the area of Personal-Psychological Relations received 427 check-marks. Each of the 30 problems in this area was indicated as a concern among these students and the frequency of check-marks ranged from a low of one to a high of 57. The problems which only one student indicated were: "Being stubborn or obstinate," "Tending to exaggerate too much" and "Thoughts of suicide." The problems which most of the students indicated concern for were: "Losing my temper" checked by 57 students, "Not taking some things seriously enough" by 53 students, and 44 students checked "Afraid of making mistakes." The 24 problems revealed in the middle of the two extremes were checked by from two to 26 students.

Morals and Religion

In the fifth most prevalent problem area, Morals and Religion, 28 of the 30 problems were checked with a total of 417 check-marks tabulated. The two problems which none of the students indicated concern for were: "Swearing and dirty stories" and "Giving in to temptations." Three of the 28 problems checked were more outstanding among these students than others. These were: "Wanting to understand more about the Bible" checked by 56 students, "Wanting to feel close to God" by 51 students and "Wondering what becomes of people when they die" checked by 50 students. The 25 remaining problems in this area were checked by from one to 24 students.

Social and Recreational Activities

The 30 problems in the area of Social and Recreational Activities received a total of 398 check-marks. The number of students checking individual problems in this area were not as wide and varied as the cases have been in the areas previously discussed. The distribution of students marking problems in this area ranged from a low of four to a high of 29. One problem, which was checked by four students, was "Being ill at ease at social affairs." According to the frequency of check-marks, the three most prevalent problems in this area were: "Trouble in keeping a conversation going" checked by 29 students, "Wanting to improve my personal appearance" by 24 students and 22 students checked "Not enjoying many things others enjoy." The 26 problems which remain were checked by from five to 21 of the students.

Social-Psychological Relations

There were 371 check-marks distributed among the 30 problems in the area of Social-Psychological Relations. The distribution of the number of students checking these problems ranged from four to 28. Two problems, "Lacking leadership ability" and "Having feelings of extreme loneliness" were checked by four students, while "Being talked about" and "Being disliked by some one" were each checked by 28 students; and 24 students checked "Getting into arguments." Other problems in this area were checked by from five to 19 students.

Courtship, Sex and Marriage

In the area of Courtship, Sex and Marriage each of the 30 problems were checked and 348 check-marks were tabulated. The distribution of the number of students checking problems in this area ranged from three to 25 students. The one problem which only three students checked was "Concerned

over proper sex behavior." The problem which received the highest number of check-marks in this area was: "No suitable places to go on dates" checked by 25 students. "Wondering if I'll find a suitable mate" was checked by 24 students; "Loving some one who doesn't love me," "Needing information about sex matters" and "Wondering if I'll ever get married" were each checked by 20 students. The remaining 24 problems in this area were checked by from five to 19 students.

Health and Physical Development

Twenty-nine of the 30 problems in the area of Health and Physical Development received a total of 313 check-marks. The distribution of check-marks for each of the 29 problems ranged from a low of two to a high of 26. There were three problems for which only two students indicated concern for each. These were: "Speech handicap," "Glandular disorders," and "Bothered by a physical handicap." The problems in this area which the largest number of students checked were: "Weak eyes" checked by 26 students, "Not getting enough exercise" by 25 students and 24 students checked "Tiring very easily" and "Not getting enough sleep." The 20 other problems in this area were checked by from three to 22 students.

Curriculum and Teaching Procedures

The tabulation revealed that 295 check-marks were distributed among 29 of the 30 problems in the area of Curriculum and Teaching Procedures. The one problem which none of the students checked was "Teachers lacking personality." The distribution of the number of students checking other problems ranged from two to 33. The problem which was checked by only two students was "Teachers lacking interest in students." The three problems for which the largest number of students indicated concern were: "Lunch hour too short" checked by 33 students, "Wanting subjects not offered by

the school" and "Made to take some subjects I don't like" each checked by 24 students. Other problems in this area were checked by from three to 19 students.

Home and Family

The tabulation of check-marks in this area totaled only 236 which was the least number of check-marks tabulated for any area. Of the 30 problems in this area 29 of them were checked and the frequency of check-marks ranged from one to 26. The problem which none of these students checked was "Friends not welcomed at home." "Parents separated or divorced," and "Not getting along with a brother or sister" were each checked by one student and the problem which 26 students checked was "Worried about a member of the family." "Sickness in the family" and "Not telling parents everything" were each checked by 18 students, while other problems in this area were checked by from two to 12 students (see Appendix A).

Five Major Problem Areas Analyzed by Sex, Age and Grade Level

Among the 11 major problem areas previously discussed it has been pointed out that the distribution of check-marks was more clustered in five of these areas. Adjustment to School Work; Finances, Living Conditions and Employment; Vocational and Educational Future; Personal-Psychological Relations; and Morals and Religion, in the order listed are considered to be the five major problem areas because the distribution of check-marks in these areas ranged from a low of 417 to a high of 600. Social and Recreational Activities; Personal-Psychological Relations; Courtship, Sex and Marriage; Health and Physical Development; Curriculum and Teaching Procedures and Home and Family, in the order enumerated, are considered to be the six least prevalent areas because the distribution of check-marks ranged from a high of 398 to a low of 236 in these areas. In view of the fact

that the tabulation revealed five areas in which problems were more concentrated, and within each of these areas three problems were outstanding, an analysis of the most prevalent problems in the major problem areas according to sex, age and grade level is presented below.

Sex

Of the 102 students who participated in the study 57 of them were girls and 45 of them were boys. The tabulation revealed that the prevalent problems in the five major problem areas were of more concern to boys than girls. The three most prevalent problems in the five major problem areas are discussed below according to sex.

Adjustment to School Work.---The highest rated problem on the entire checklist came in the area of Adjustment to School Work. This problem was "Not spending enough time in study" which was checked by 72 or 72 percent of the 102 students; 34 or 76 percent of the boys and 38 or 67 percent of the girls checked this problem which indicates that more boys were concerned about not spending enough time in study. "Worrying about examinations" was also one of the three most prevalent problems in this area. This problem was also of more concern to boys than girls. According to the frequency of check-marks, 25 or 56 percent of the boys and 31 or 54 percent of the girls marked this problem. "Just can't get some subjects" was checked by 31 or 68 percent of the boys and 36 or 63 percent of the girls (see Table 2).

Finances, Living Conditions and Employment.---This area has previously been listed as the second highest rated problem area. The highest rated problem in this area, "Wanting to earn some of my own money" was equally checked by 30 boys and 30 girls; however, the difference here came in the percentage of boys over girls which was 67 percent of the boys and 53 percent of the girls. The second highest rated problem in this area "Needing

to learn how to save money" was marked by 28 or 62 percent of the boys and 31 or 54 percent of the girls. The problem of "Having to ask parents for money" was a greater concern to girls. According to the frequency of check-marks, 24 or 53 percent of the boys and 34 or 59 percent of the girls checked this problem (see Table 3).

TABLE 2

NUMBER AND PERCENTAGE OF BOYS AND GIRLS CHECKING
MAJOR PROBLEMS IN THE AREA OF ADJUSTMENT
TO SCHOOL WORK

Item No.	Item	Boys (45)		Girls (57)		Total (102)	
		Number	Percent	Number	Percent	Number	Percent
50	Not spending enough time in study	34	76	38	67	72	71
270	Just can't get some subjects	31	68	36	63	67	66
322	Worrying about examinations	25	56	31	54	56	55

TABLE 3

NUMBER AND PERCENTAGE OF BOYS AND GIRLS CHECKING
MAJOR PROBLEMS IN THE AREA OF FINANCES,
LIVING CONDITIONS AND EMPLOYMENT

Item No.	Item	Boys (45)		Girls (57)		Total (102)	
		Number	Percent	Number	Percent	Number	Percent
116	Wanting to earn some of my own money	30	67	30	53	60	59
6	Needing to learn how to save money	28	62	31	54	59	58
9	Having to ask parents for money	24	53	34	59	58	57

Vocational and Educational Future.---The third highest rated problem area, Vocational and Educational Future, yielded a total of three very prevalent problems also. "Wanting advice on what to do after high school," according to the frequency of check-marks showed that more girls checked the problem; however, percentage wise the problem rated the same among boys and girls, that is: 34 or 60 percent of the girls and 27 or 60 percent of the boys. "Needing to know more about colleges" was indicated by 30 or 67 percent of the boys to only 20 or 35 percent of the girls. The third most prevalent problem in this area was "Deciding whether or not to go to college," which was checked by 25 or 56 percent of the boys and only 17 or 30 percent of the girls (see Table 4).

TABLE 4

NUMBER AND PERCENTAGE OF BOYS AND GIRLS CHECKING
MAJOR PROBLEMS IN THE AREA OF VOCATIONAL
AND EDUCATIONAL FUTURE

Item No.	Item	Boys (45)		Girls (57)		Total (102)	
		Number	Percent	Number	Percent	Number	Percent
45	Wanting advice on what to do after high school	27	60	34	60	61	60
207	Needing to know more about colleges	30	67	20	35	50	49
206	Deciding whether or not to go to college	25	56	17	30	42	41

Personal-Psychological Relations.---The three highest rated problems, as shown by the frequency of check-marks, in the area of Personal-Psychological Relations were: "Losing my temper," which was checked by 31 or 54 percent of the girls and 26 or 58 percent of the boys. The second

highest rated problem in this area was "Not taking some things seriously enough," which was checked by 29 or 64 percent of the boys and 24 or 42 percent of the girls. "Afraid of making mistakes," the third highest rated problem in this area, was shown as a concern of 24 or 53 percent of the boys and 20 or 35 percent of the girls (see Table 5).

TABLE 5

NUMBER AND PERCENTAGE OF BOYS AND GIRLS CHECKING
MAJOR PROBLEMS IN THE AREA OF PERSONAL-
PSYCHOLOGICAL RELATIONS

Item No.	Item	Boys (45)		Girls (57)		Total (102)	
		Number	Percent	Number	Percent	Number	Percent
26	Losing my temper	26	58	31	54	57	56
85	Not taking some things seriously enough	29	64	24	42	53	52
138	Afraid of making mistakes	24	53	20	35	44	43

Morals and Religion.--The fifth highest rated problem area, Morals and Religion, revealed according to markings indicated that three problems were very outstanding also. "Wanting to understand more about the Bible" was checked equally by the same number of boys and girls and the difference in rate according to sex came in the percentage of boys over girls. According to check-marks with reference to concern over this problem, 28 or 62 percent of the boys and 28 or 49 percent of the girls revealed this problem. "Wanting to feel close to God" was checked by 29 or 64 percent of the boys and 22 or 39 percent of the girls. "Wondering what becomes of people when they die" was checked by 29 or 51 percent of the girls and 21 or 47 percent of the boys (see Table 6).

TABLE 6

NUMBER AND PERCENTAGE OF BOYS AND GIRLS CHECKING
MAJOR PROBLEMS IN THE AREA OF MORALS
AND RELIGION

Item No.	Item	Boys (45)		Girls (57)		Total (102)	
		Number	Percent	Number	Percent	Number	Percent
114	Wanting to understand more about the Bible	28	62	28	49	56	55
89	Wanting to feel close to God	29	64	22	39	51	50
115	Wondering what becomes of people when they die	21	47	29	51	50	49

*

Age

There were nine different ages among the 102 students who participated in the study. The ages ranged from a low of 13 years old to a high of 21 years of age. Only one student was 13 years old; seven were 14 years old, nine were 15 years old; 25 were 16 years old; 32 were 17 years old; 12 were 18 years old; 10 were 19 years old; four were 20 years old and two were 21 years old (see Table 7).

TABLE 7

NUMBER OF STUDENTS AT
EACH AGE LEVEL

Age	Number of Students
21	2
20	4
19	10
18	12
17	32
16	25
15	9
14	7
13	1
Total	102

Within the five major problem areas there was a tendency toward a change in the concern of these students as they grew older. The problems which were revealed by the one 13 year old student were not in either of the five major problem areas; therefore, all of the problems were revealed by the students who were among the eight other age levels represented. Among the 14 and 15 year old students there was a more or less equal distribution of check-marks indicated for the three most prevalent problems in the five major problem areas; whereas for the 16, 17, 18, and 19 year old students more concern for the problems in the areas of Finances, Living Conditions and Employment; Personal-Psychological Relations; Adjustment to School Work; and Vocational and Educational Future was evident. Unlike the students who were in the 16-19 age group, the 20 and 21 year old students were less concerned with problems in the area of Personal-Psychological Relations but were more concerned with problems in the area of Morals and Religion; and like the students in the 16-19 age group indicated great concern for the problems in the areas of Finances, Living Conditions and Employment; and Vocational and Educational Future. A discussion of the most prevalent problems in the five major problem areas according to age follows below.

Adjustment to School Work.---The most prevalent problem in the area of adjusting to school work was "Not spending enough time in study," which was checked by four 14 year old students; seven 15 year old students; 19 of the 16 year old students; 22 of the 17 year old students; eight of the 18 year old students; seven of the 19 year old students; three of the 20 year old students and the two 21 year old students. "Worrying about examinations" was checked by four of the 14 year old students; five of the 16 year old students; 14 of the 16 year old students; 17 of the 17 year old students; seven of the 18 year old students, six of the 19 year old students, two of the 21 year old students and one of the 21 year old students. "Just

can't get some subjects" was checked by five students who were 14; six were 15; 18 were 16; 22 were 17; seven were 18; six were 19; two were 20 and one was 21 years of age (see Table 8).

TABLE 8

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE
AREA OF ADJUSTMENT TO SCHOOL WORK ACCORDING
TO AGE

Item No.	Item	Ages of Students in Sample									
		13 (1)	14 (7)	15 (9)	16 (25)	17 (32)	18 (12)	19 (10)	20 (4)	21 (2)	Total (102)
50	Not spending enough time in study	...	4	7	19	22	8	7	3	2	72
270	Worrying about examinations	...	4	5	14	17	7	6	2	1	56
322	Just can't get some subjects	...	6	6	18	22	7	6	2	1	67

Finances, Living Conditions and Employment.---"Wanting to earn some of my own money" was the most prevalent problem in the area of finances and was checked by four 14 year old students; five 15 year old students; 14 of the 16 year old students; 20 of the 17 year old students; nine of the 18 year old students; four of the 19 year old students; two of the 20 year old students and the two 21 year old students. "Needing to learn how to save money" was indicated by four of the 14 year old students; six of the 15 year old students; 12 of the 16 year old students; 22 of the 17 year old students; three who were 18 years old; eight who were 19 years old; two who were 20 and two who were 21 years old. The third highest rated problem in this area was "Having to ask parents for money" and was checked by four 14 year old students; five 15 year old students; 17 of the 16 year old students; 15 of the 17 year old students; seven 18 year old students;

six 19 year old students; two 20 year old students and two 21 year old students (see Table 9).

TABLE 9

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE
AREA OF FINANCES, LIVING CONDITIONS, AND EMPLOY-
MENT ACCORDING TO AGE

Item No.	Item	Ages of Students in Sample									
		13 (1)	14 (7)	15 (9)	16 (25)	17 (32)	18 (12)	19 (10)	20 (4)	21 (2)	Total (102)
116	Wanting to earn some of my own money	...	4	5	14	20	9	4	2	2	60
6	Needing to learn how to save money	...	4	6	12	22	3	8	2	2	59
9	Having to ask parents for money	...	4	5	17	15	7	6	2	2	58

Vocational and Educational Future.---The most prevalent problem in the area of Vocational and Educational Future was "Wanting advice on what to do after high school" and was indicated as a concern to four 14 year old students; five 15 year old students; 15 of the 16 year old students; 22 of the 17 year old students; seven 18 year old students; four 19 year old students; two who were 20 years old and one who was 21 years old. The second highest rated problem in this area was "Needing to know more about colleges" which was checked by four 14 year old students; five 15 year old students; 12 of the 16 year old students; 15 of the 17 year old students; seven 18 year old students; four 19 year old students; two 20 year old students and one of the 21 year old students. "Deciding whether or not to go to college" was indicated as a concern to four 14 year old students; five

15 year old students; nine 16 year old students; eight 17 year old students; seven 18 year old students; six 19 year old students; two 20 year old students and one 21 year old student (see Table 10).

TABLE 10

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF VOCATIONAL AND EDUCATIONAL
FUTURE ACCORDING TO AGE

Item No.	Item	Ages of Students in Sample									
		13 (1)	14 (7)	15 (9)	16 (25)	17 (32)	18 (12)	19 (10)	20 (4)	21 (2)	Total (102)
45	Wanting advice on what to do after high school	...	4	5	15	22	7	4	2	2	61
207	Needing to know more about college	...	4	5	12	15	7	4	2	1	50
206	Deciding whether or not to go to college	...	4	5	9	8	7	6	2	1	42

Personal-Psychological Relations.--A total of 57 students checked the highest rated problem in the area of Personal-Psychological Relations. This problem was "Losing my temper" and was checked by five 14 year old students; five 15 year old students; 14 who were 16 years old; 20 who were 17 years old; seven were 18; four were 19; and one each of the 20 and 21 year old students. There were 53 students who indicated the problem of "Not taking some things seriously enough." Of the 53 checking this problem, four were 14 years old; five were 15 years old; 13 were 16 years old; 18 of them were 17 years old; seven were 18 years old; four were 19 years old and one each was 20 and 21 years old. "Afraid of making mistakes" was checked by three 14 year old students; five of the 15 year old students; 14 of the 16 year old students; 13 of the 17 year old students; two 18

year old students; five 19 year old students; one 20, and one 21 year old student (see Table 11).

TABLE 11

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS
ACCORDING TO AGE

Item No.	Item	Ages of Students in Sample									
		13 (1)	14 (7)	15 (9)	16 (25)	17 (32)	18 (12)	19 (10)	20 (4)	21 (2)	Total (102)
26	Losing my temper	...	5	5	14	20	7	4	1	1	57
85	Not taking some things seriously enough	...	4	5	13	18	7	4	1	1	53
138	Afraid of making mistakes	...	3	5	14	13	2	5	1	1	44

Morals and Religion.---The most prevalent problem in the area of Morals and Religion was "Wanting to understand more about the Bible" and was indicated as a concern to four of the 14 year old students; five of the 15 year old students; 14 students who were 16 years old; 17 were 17 years old; seven were 18 years old; six were 19 years old; two were 20 years old and one was 21 years old. "Wanting to feel close to God" was checked by two of the 14 year old students; five of the 15 year old students; 12 were 16 years old; 22 were 17 years old; two were 18 years old; one was 20 years old and 2 were 21 years old. "Wondering what becomes of people when they die was indicated as a concern to four of the 14 year old students; five of the 15 year old students; 12 who checked the problem were 16 years old; 12 were 17 years old; seven were 18 years old; seven were 19 years old; two were 20 years old and one was 21 (see Table 12).

TABLE 12

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF MORALS AND RELIGION
ACCORDING TO AGE

Item No.	Item	Ages of Students in Sample									
		13 (1)	14 (7)	15 (9)	16 (25)	17 (32)	18 (12)	19 (10)	20 (4)	21 (2)	Total (102)
144	Wanting to understand more about the Bible	...	4	5	14	17	7	6	2	1	56
89	Wanting to feel close to God	...	2	5	12	22	2	5	1	2	51
145	Wondering what becomes of people when they die	...	4	5	12	12	7	7	2	1	50

Grade Level

It has been previously pointed out the the ninth, tenth, eleventh and twelfth grades were the grade levels participating in the study. The distribution of the 102 students by grade level was as follows: 28 students were enrolled in the ninth grade; 32 students were enrolled in the tenth grade; 17 students in the eleventh grade and 25 in grade twelve (see Table 13).

TABLE 13

DISTRIBUTION OF STUDENTS
BY GRADE LEVEL

Grade	Number of Students
9	28
10	32
11	17
12	25
Total	102

One fact to be noted here is that the largest class which participated

in the study was the tenth grade with an enrollment of 32 students. However, this class did not reveal the largest number of problems among the classes represented; instead, according to the frequency of check-marks, the largest number of problems were revealed by the seniors. Here, also, as in the analysis with reference to age, the concerns for various problems had a tendency to change as the students advanced in grade. The ninth and tenth grade students were more concerned over problems in the areas of Adjustment to School Work, while the eleventh and twelfth grade students were more concerned with problems in the areas of Vocational and Educational Future; and Finances, Living Conditions and Employment. The problems in the areas of Personal-Psychological Relations and Morals and Religion were more or less of equal concern at all four grade levels. The three prevalent problems in the five major problem areas are discussed below according to grade level.

Adjustment to School Work.---The most prevalent problem in the area of adjusting to school work was "Not spending enough time in study" and was indicated as a concern by 24 ninth grade students; 25 tenth grade students; 11 juniors and 21 seniors. "Worrying about examinations" was checked by 15 ninth grade students; 22 tenth grade students; eight juniors and 13 seniors. "Just can't get some subjects was indicated as a problem among 18 ninth grade students; 20 tenth grade students; 13 eleventh grade students and 16 seniors (see Table 14).

Finances, Living Conditions and Employment.---In the area of finances "Wanting to earn some of my own money" was checked by 11 ninth grade students; 12 tenth grade students; 12 eleventh grade students and the 25 seniors. "Needing to learn how to save money" was indicated as a concern by 14 ninth grade students; 24 tenth grade students; eight juniors and 13 seniors and "Having to ask parents for money was checked by 13 ninth grade

students; 17 tenth grade students; eight students in the eleventh and 20 students in the twelfth grade (see Table 15).

TABLE 14

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE
AREA OF ADJUSTMENT TO SCHOOL WORK
ACCORDING TO GRADE LEVEL

Item No.	Item	Grade Levels of Students in Sample				
		9 (28)	10 (32)	11 (17)	12 (25)	Total (102)
50	Not spending enough time in study	24	25	11	12	72
322	Just can't get some subjects	18	20	13	16	67
270	Worrying about examinations	15	22	8	13	56

TABLE 15

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF FINANCES, LIVING CONDITIONS AND EMPLOYMENT
ACCORDING TO GRADE LEVEL

Item No.	Item	Grade Levels of Students in Sample				
		9 (28)	10 (32)	11 (17)	12 (25)	Total (102)
166	Wanting to earn some of my own money	11	12	12	25	60
6	Needing to learn how to save money	14	24	8	13	59
9	Having to ask parents for money	13	5	3	20	58

Vocational and Educational Future.---The most prevalent problem in the area of Vocational and Educational Future was "Wanting advice on what to do after high school," which was checked by nine ninth grade students, 10 of the tenth grade students; and the entire classes among the juniors and seniors, which numbered 17 and 25 respectively. "Needing to know more

about colleges" was indicated as a concern by 13 ninth grade students; 13 tenth grade students; nine eleventh grade students and 15 seniors. "Deciding whether or not to go to college was checked by nine ninth grade students; 15 tenth grade students, eight eleventh grade students and 10 twelfth grade students (see Table 16).

TABLE 16

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE
AREA OF VOCATIONAL AND EDUCATIONAL
FUTURE ACCORDING TO GRADE LEVEL

Item No.	Items	Grade Levels of Students in Sample				
		9 (28)	10 (32)	11 (17)	12 (25)	Total (102)
45	Wanting advice on what to do after high school	9	10	17	25	61
207	Needing to know more about colleges	13	13	9	15	50
206	Deciding whether or not to go to college	9	15	8	10	42

Personal-Psychological Relations.---The most prevalent problem in the area of Personal-Psychological Relations was "Losing my temper." This problem was checked by 13 ninth, 14 tenth, 12 eleventh and 17 twelfth grade students. "Not taking some things seriously enough" was indicated as a concern by 13 ninth grade students, 20 tenth grade students, nine juniors and 11 seniors. The next most prevalent problem in this area was "Afraid of making mistakes," which was checked by 14 ninth, 12 tenth, six eleventh and 12 twelfth grade students (see Table 17).

Morals and Religion.---In the area of Morals and Religion, "Wanting to understand more about the Bible" was checked by 14 ninth, 19 tenth, eight eleventh and 14 twelfth grade students. The next most prevalent

problem in this area was "Wanting to feel close to God" and was checked by 16 ninth grade students; 12 tenth grade students eight eleventh grade students and 15 students in grade 12. "Wondering what becomes of people when they die" was indicated as a concern by 18 ninth grade students; 15 tenth grade students; seven juniors and nine seniors (see Table 18).

TABLE 17

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS ACCORDING
TO GRADE LEVEL

Item No.	Items	Grade Levels of Students in Sample				
		9 (28)	10 (32)	11 (17)	12 (25)	Total (102)
26	Losing my temper	13	14	12	25	56
85	Not taking some things seriously enough	13	20	9	11	35
138	Afraid of making mistakes	14	12	6	12	44

TABLE 18

NUMBER OF STUDENTS CHECKING MAJOR PROBLEMS IN THE AREA
OF MORALS AND RELIGION ACCORDING TO GRADE
LEVEL

Item No.	Items	Grade Levels of Students in Sample				
		9 (28)	10 (32)	11 (17)	12 (25)	Total (102)
144	Wanting to understand more about the Bible	14	19	8	14	56
189	Wanting to feel close to God	16	12	8	15	51
145	Wondering what becomes of people when they die	18	15	7	9	50

An Analysis of Student Interests as Revealed
by the Reading Interest Inventory

It was felt that in order to make the evaluation of the library book collection more effective that attempts should be made to gain some awareness relative to the interests and activities of the clientele. Therefore, the interest inventory was administered to the 102 students enrolled in grades nine through 12 at New Deal School in order to become cognizant of some of the interests and activities which were dominant among these students. Prominent interests and activities among them were revealed through the compilation of their responses to questions which appeared on the inventory. The analysis which follows is of the responses of students relative to their interest in the following items: Reading for pleasure, Time devoted to reading, Travel, Places visited, Games and sports, Clubs, Collections, School life, Dreams, Sleep, Personal desires, Parties, Home work, Employment status, Movies, Television Viewing habits and Opinions of students in regard to their school library.

Reading for Pleasure

The compilation of the responses of the 102 students to the question, "Do you enjoy reading books just for pleasure?" showed that the majority of them responded in the affirmative. Of the responses given, 83 or 81 percent of them answered "yes;" six or six percent of them answered "no;" while 13 or 13 percent of them gave no answer. From these responses it may be concluded that the activity of "reading just for pleasure" rates high among these students.

Also in relation to reading books for pleasure, the students were asked to rank, in order of their degree of interest, several types of books. Sixty-seven students indicated that they liked books on sports best, while books on aviation, for which only three students indicated interest, ranked

last among the various types listed. Other types of books were ranked first by the number of students indicated as follows: romance by 40 students, music by 35 students, religion by 33 students, homemaking by 32 students, science and adventure each by 29 students, drama by 28 students, travel by 15 students, poetry and humor each by 14 students, biographies by eight students, history and detective stories each by five students and art by four students (see Table 19).

TABLE 19

NUMBER OF STUDENTS LISTING VARIOUS TYPES
OF BOOKS LIKED BEST

Types of Books	Number of Students
Sports	67
Romance	40
Music	35
Religion	33
Homemaking	32
Science	29
Adventure.	29
Drama	28
Travel	15
Poetry	14
Humor	14
Biography.	8
History	5
Detective.	5
Art	4
Aviation	3

Time Devoted to Reading

The question asked was: "Approximately how much time do you spend each day reading books?" Except for the 10 who gave no answer and the four of whom two answered "not much," one answered "don't know" and another "not certain," the majority, 88, gave various periods of time devoted to reading books each day, from a high of five hours to a low of five minutes. However, the largest number of these students responded to the question by answering "one hour." There were 39 of the students who gave "one hour"

as their answer; the next highest number of students, 19, gave "two hours" as their answer. A complete tabulation of their responses may be seen in Table 20.

TABLE 20

PERIOD OF TIME DEVOTED
TO READING DAILY

Time	Number of Students
5 hours	1
3 hours	2
2½ hours	1
*2 hours	19
1½ hours	1
*1 hour	39
45 minutes	1
40 minutes	1
½ hour	16
25 minutes	2
20 minutes	1
15 minutes	1
10 minutes	2
5 minutes	1
Not much	2
Don't know	1
Not certain	1
No answer	10
Total	102

*Time devoted to reading by most of the students

TABLE 21

RESPONSES TO THE QUESTION, "DO
YOU LIKE TO TRAVEL?"

Answer	Number of Students
Yes	90
No	6
No Answer	6
Total	102

Travel and Places Visited

The questions here were: "Do you like to travel?" "What distant places have you visited?" and "Underline any of the following that you have visited or attended: museum, zoo, farm, factory, circus, opera, political talk, church, picnic or plays." The first question was answered by 90 students in the affirmative; six responded with "no" and six gave no answer. (see Table 21).

Many of the students gave names of several places which they had visited. Towns and cities in the state of South Carolina were dominant among the places mentioned, including Charleston, Chester, Clinton, Columbia, Forest

City, Eloree, Georgetown, Greenville, Greenwood, Lexington, McCormick, Ninety-Six, Orangeburg, Rock Hill, Seneca, Spartanburg, Sumter, Ware Shoals, Westminster, Williamston and Woodruff. Cities in other states listed as having been visited were Bridgeport, Connecticut; Athen, Augusta, Elberton, Hartwell, Louvonia and Rhinee, Georgia; Chicago, Illinois; New York City and Brooklyn, New York; Asheville, Charlotte, Cherokee Mountains, Gastonia, Hendersonville, Highland, High Point, Kings Mountain, Raleigh and Winston-Salem, North Carolina; Cincinnati, Columbus and Lockland, Ohio; Philadelphia and Pittsburgh, Pennsylvania; Knoxville and Nashville, Tennessee; Dallas, Texas; Washington, D. C.; and Wheeling, West Virginia. Florida, Virginia and New Jersey were listed with no specific towns or cities mentioned in these states.

There were 10 items among those places which the students were asked to underline as having visited or attended. Each of these items were underscored by various numbers of students. The places which were underlined as having been visited by the largest number of the students were the church, underlined by 90 students; picnic underscored by 73 students; and farm underscored by 71 students. Other items were underlined by the following number of pupils: plays by 63 students, factory by 23, circus by 22, museum and zoo each underlined by 13 students, political talk by seven and the opera which was underlined by only one student (see Table 22).

Games and Sports

Students were asked to respond to this item by listing games and sports in which they liked to participate alone and second, games and sports in which they liked to participate with others. A representation of those games in which the students indicated that they liked to engage alone were golf, fishing, swimming, singing, dancing, card games, hunting,

working puzzles,¹ track, ropejumping, skating, rifle-range, shooting, volley-ball and horseshoes. Eighty of the 102 students listed games in which they liked to participate alone. The games which were checked the highest number of times as being what these students liked to engage in alone were "card games" for which the tabulation revealed 25 responses (see Table 23).

TABLE 22

NUMBER OF STUDENTS INDICATING
PLACES THEY HAD VISITED
OR ATTENDED

Places	Number of Students
Church	90
Picnic	73
Farm	71
Plays	63
Factory	23
Circus	22
Museum	13
Zoo	13
Political Talk	7
Opera	1

TABLE 23

GAMES AND SPORTS IN WHICH STUDENTS INDICATED
THEY LIKED TO PARTICIPATE ALONE

Games	Number of Students
Card Games	25
Fishing	7
Swimming	7
Singing	6
Dancing	3
Rope-jumping	3
Golf	2
Hunting	2
Puzzles	2
Skating	2
Horseshoes	1
Rifle-range shooting	1
Volley-ball	1
Track	1
Total	63

¹One student indicated crossword puzzles.

Games and sports which the students liked best to engage with others were football, basketball, baseball, softball, card games, volley-ball, dancing, boat-riding, track, checkers, tennis, bingo, pool, skating, dodge-ball, golf, boxing, bicycle-riding, fishing, swimming, hunting, rope-jumping, acting, slot machine games, singing and tricks. Ninety-five of the 102 students responded to this item. The most outstanding game in which the students liked to engage with others was "basketball" with a total of 67 responses (see Table 24).

TABLE 24

GAMES AND SPORTS IN WHICH STUDENTS INDICATED
THEY LIKED TO PARTICIPATE WITH OTHERS

Games	Number of Responses
Basketball	67
Baseball	37
Softball	26
Football	24
Volley-ball	12
Tennis	6
Checkers	5
Bingo	4
Card Games	4
Dancing	4
Fishing	4
Golf	3
Hunting	3
Track	3
Bicycle-riding	2
Boxing	2
Skating	2
Swimming	2
Acting	1
Boat-riding.	1
Dodge-ball	1
Rope-jumping	1
Pool	1
Singing	1
Slot Machine Games	1
Tricks	1
Total	258

Clubs

To this item students were asked to "Name any clubs and organizations of which you are a member." A number of clubs and organizations were listed and were divided into three main categories as follows: (1) Religious (2) School (Educational and/or Recreational) and (3) Community clubs and Organizations. Religious clubs included usher board, Baptist Training Union, church choirs (in some case junior choir was given), Young Matrons, Missionary Society, Young Women's Auxiliary and Girls Auxiliary. School (Educational and/or Recreational) included Teen-age Book Club, choral group, Student Council, Baseball Club, Dramatics Club, Football Club, Library Club, New Homemakers Association, New Farmers of America, 4-H Club, and the Honor Society. The community clubs included the Sewing Club, the Gangster Club, the Anthologist Club and the Singing Club (see Table 25).

TABLE 25

CLUBS AND ORGANIZATIONS LISTED
BY MOST STUDENTS

Club or Organization	Number of Students
Choral Group	28
New Homemakers Association	28
New Farmers of America	25
Teen-Age Book Club	24
Library Club	10
Student Council.	10
Other clubs or organizations were listed by from one to four students	

Collections ✓

The question in this area was in two parts as follows: "Have you made any collections within the past few years? If you have, what have you collected?" To the first part of this question 48 answered "yes," 31 answered

"no" and 23 gave no answer. Those items listed as collections were stamps, rocks, books,¹ guns, flowers, old coins, music, magazines, balls, photographs, ties, handwork, souvenirs,² recipes, pencils and writing paper. The items which rated highest among collections were records. There were 22 students who listed records as the item collected and four of these specified "rock and roll records."

School Life

The questions in this area were: "Do you enjoy high school?" "Would you prefer to quit school and get a job?" "What school subjects do you like best? Second? Third?" "Name any subjects you dislike," and "Has anyone given you definite help in selecting subjects?" The first question, "Do you enjoy high school?" could be answered by checking either one of two possible responses as follows: "very much" or "not very much." There were 89 students who answered "very much," seven answered "not very much" and six gave no answer. To the second question in reference to quitting school to get a job, the responses were as follows: 95 answered "no" and seven gave no answer. The next question was to be answered in four parts. To the first part of this question as to school subjects liked best, there were 12 subjects listed and 106 responses were given. English, which was the subject that ranked in first place was listed by 40 students, while the 11 remaining subjects given in answer to this question were listed by from one to 16 students. To the next two parts of this question as to school subjects liked second and third best, there were 13 subjects listed among the second best-liked subjects and 81 responses were given, while only 69 responses were given in answer to the question of school subjects

¹Comic books and romance books were specified in two instances.

²Junior and Senior Prom souvenirs were specified.

liked third best and 12 subjects were listed. Again English ranked in first place to the questions as to subjects liked second and third best and was listed by 25 students among subjects liked second and by 13 students among school subjects liked third best. Other subjects under second best liked school subjects were listed by from one to 10 students. There were 12 subjects listed under subjects disliked and a total of 80 responses were given. History ranked first among these subjects and was listed by 18 students. The 11 remaining disliked subjects were listed by from one to 15 students (see Tables 26 and 27).

TABLE 26

SCHOOL SUBJECTS LISTED AND THE NUMBER OF
STUDENTS INDICATING THOSE LIKED BEST
AND SECOND BEST

School Subjects	Number of Students	
	Best-Liked	Second Best-Liked
English	40	25
Math	16	10
Home Economics	13	10
Algebra	8	2
Science	8	8
History	7	8
Agriculture	5	7
Literature	5	4
Biology	1	4
*Business	1	...
Chemistry	1	1
Social Studies	1	...
Physical Education	...	1
Citizenship	...	1
	106	81

*Not offered at New Deal School

There were 60 students who responded to the question concerning whether or not someone had given them help in selecting subjects. Of the 60 responding 45 answered "no," while 15 answered "yes." Five of the 15 who answered "yes" gave the names of various teachers at the school who had

assisted them in selecting subjects.

TABLE 27

SCHOOL SUBJECTS LISTED AND THE NUMBER OF STUDENTS
INDICATING THOSE LIKED THIRD BEST
AND THOSE DISLIKED

School Subjects	Number of Students	
	Third Best-Liked	Disliked
English	13	1
Math	10	12
History	8	18
Science	8	3
Agriculture	7	2
Literature	4	3
Biology	4	5
Algebra	2	15
Chemistry	1	8
Physical Education	1	2
Home Economics	10	...
Citizenship	1	...
Economics	...	10
Psychology	...	1
Total	69	80

Dreams

The questions in this area were: "Do you dream at night?" "Are your dreams pleasant?" and "What do you dream about?" To the first question a total of 73 responses were given which means that 29 students did not respond to the question at all. Of the 73 answering the question, 16 answered "often;" 53 answered "sometimes" and four answered "never." To the question concerning whether or not their dreams were pleasant, 42 answered "yes;" five answered "no" and 17 answered "sometimes." Other responses were given as follows: "not often," "Most times," and "not always." The total number of responses to this question were 66. Typical responses which were given in answer to the question concerning what these students dream about are listed below:

"What I will be when I finish school"
 "What's on my mind when I go to sleep"
 "What I did or said the day before"
 "About friends at parties"
 "What I would like to be in life"
 "That I am in a big city with lots of people"
 "Don't remember"
 "Finding money"
 "Weddings"
 "Friends"
 "Gangsters"
 "Bad things"

"What I would do if I had a car"
 "About somebody got killed"
 "Something that made me afraid"
 "Of falling in wells"
 "Events that occur at school"
 "I was in heaven"
 "Fighting"
 "Boyfriend"
 "Girls"
 "Being rich"
 "Future Happenings"

Sleep

There were two questions concerning sleep: "What time do you usually go to bed?" and "What time do you usually rise?" There were 86 students who responded to the question concerning the time at which they usually go to bed and 14 various time periods were given, ranging from 5:00 p.m. to 12:30 p.m. The largest number of students, 17, indicated that they were usually in bed by 9:30 p.m. Various other hours between the two extremes were given by from one to 15 students (see Table 28).

TABLE 28

VARIOUS HOURS GIVEN AS TIME STUDENTS RETIRED

Hour Units	Number of Students
5:00 to 8:00	5
8:00 to 9:00	16
9:00 to 10:00	32
10:00 to 12:00	29
No certain time	3
Anytime	1
Total	86

Answers to the question in reference to the time they rise were given by 73 students and 13 various time periods were given, ranging from 4:00 a.m. to 7:00 a.m. The majority of the students, 25, indicated that they were

usually up in the mornings at 6:00 a.m., and 21 gave 6:30 as their hour to rise. Other hours were listed by from one to eight students (see Table 29).

TABLE 29

VARIOUS HOURS GIVEN AS TIME
STUDENTS AROSE

Hour Units	Number of Students
4:00 to 5:00	6
5:00 to 6:00	33
6:00 to 7:00	32
No certain time.	1
Anytime.	1
Total	73

Personal Desires

The question asked in this area was "If you could have one wish which might come true, what would be your wish?" There were 68 of the 102 students who responded to this question and 34 students stated that they desired "to go to college" and the majority of the 34 wished they had enough money to go to college. This wish is interesting in view of the fact that one of the most crucial problems revealed by the problem checklist was in the area of "finances." Typical examples of other student wishes are listed below:

1. "To own my own ranch"
2. "Wish for a car"
3. "To play pro-basketball and get a car"
4. "To come to school without missing a day"
5. "That one day I'll be a teacher and have a happy home"
6. "Wish I had finished high school"
7. "To go to California and meet some movie stars"
8. "Have my masters degree, B.A. degree and every type of degree mentioned"
9. "Wish that I could get most everything I want"
10. "I would wish that my wish come true"
11. "Wish I had a 59 cadillac and my own home living in West Virginia"
12. "To have 5 to 10 million dollars"
13. "To be as rich as anyone"

14. "Wish I had a 59 Cadillac, wish I had finished college instead of high school"
15. "Wish to be a pro football player"
16. "Wish I could become a successful Cosmetologist"
17. "Wish I could go in the Navy or Airforce"
18. "I was singing and making records"
19. "To become a baseball player"
20. "To live in Illinois or California"
21. "To go to Hawaii"
22. "Wish I could visit China and Italy"
23. "Wish I could live in New York"

Parties

The questions in this area were "Do you go to parties at the homes of your friends? How often?" "What do you like best to do at these parties?" To the first question concerning whether the students attended parties, 81 students answered "yes," six answered "no" and 15 gave no answer. The answers as to how often these students attended parties at the homes of their friends ranged from once a week to twice a year. The response "occasionally" was given by 25 of the students who answered the question. To the second question concerning what they liked best to do at parties, the majority of the students indicated that they liked to dance, eat and play games. Students were also asked to underline certain items which they thought spoiled their good times at parties. Each of the items were underlined by many students and other items which did not appear on the inventory were listed by individual students. Under items which spoiled good times at parties, "Not knowing many of the guests" was underlined by a high of 41 students, while other items were underlined by from 14 to 20 students (see Table 30).

Home Work

The questions in relation to "home work" were "What do you generally do before school in the morning?" "Immediately after school?" "In the evening?" To the first part of the question a variety of answers were

TABLE 30

ITEMS WHICH SPOILED GOOD TIMES
AT PARTIES

Items From the Inventory	Number of Responses
Not knowing many of the guests	41
Not knowing how to meet people	21
Not enough refreshments	20
Not knowing what to say to people.	17
Wrong kind of clothes.	12
Other Items Listed by Individual Students	
"Not enough girls"	1
"Not knowing how to dance"	1
"Not being able to feel welcome"	1
"Boys that have been drinking the wrong kind of drink	1
"The wrong attitude"	1
Total	118

given. Besides a few who responded with the answer "nothing" most of the students gave various chores to which they attended. Typical responses were: "dress for school and eat," "clean my room," "clean house and/or wash dishes," or in some cases, "feed livestock." Most of the students indicated that immediately after school they "eat," "watch T.V.," "wash," "iron," "work at home," "go to my job," and several answered that they "sleep" or "play." Typical responses as to what they did in the evenings were: "watch T.V.," "study my lesson" and "go to bed."

Employment Status

Questions which were asked in this area were: "Do you have a job through which you earn money after school or on Saturdays? If so, what kind of job do you have?" and "What do you do with the money you earn?" Answers as to the number of students having jobs were as follows: 37 answered "yes," 46 answered "no" and 19 gave no answer. The types of jobs which these students listed as having were domestic work, washing and

ironing, baby sitting, yard work (cutting grass, cleaning yards), barbering, working at service stations, cafeteria labor, working on farms, grocery store jobs and caddying. In reference to what the students did with their earnings, responses such as these were given: "spend it," "save it," "give some to parents," "pay school bills," "buy clothes and other things I need," and "pay some to church."

Motion Picture Attendance

Items in this area to which students were asked to respond were: "Do you attend the movies?" "How often?" and "Underline the types of pictures you like best: educational, love, gangster, comedy, mystery, cartoon, news, western." The tabulation of the responses as to whether or not these students attended the movies was as follows: 81 answered "yes," 11 answered "no" and 10 gave no answer. There were 11 different responses given as to how often these students attended movies. The tabulation revealed that the largest number of these students, 33, indicated that they attended the movies once a week and the second highest number of the students, 22, indicated that they attended the movies twice a month (see Table 31).

TABLE 31

FREQUENCY OF MOVIE ATTENDANCE

Frequency	Number of Students
Twice a week	3
*Once a week	33
6 times a month.	1
3 times a month.	4
*Twice a month.	22
Once a month	8
Twice a year	1
Once a year	1
Not often	5
Occasionally	2
When something plays I like. . .	1
Total	89
*Frequency of attendance indicated by greatest number of students	

Among the eight types of pictures which appeared on the inventory, each was underlined by many of the students as being their best-liked type of picture. Love pictures ranked first with 61 students underlining this type, while western pictures, underlined by 57 students, ranked second (see Table 32).

TABLE 32

TYPES OF PICTURES LIKED
BEST

Types of Pictures	Number of Students
*Love.	61
*Western	57
Mystery	55
Comedy.	32
Educational	31
Cartoon	28
Gangster.	23
News.	14
Total	301

*Types of pictures liked best

Television Viewing Habits

The questions in this area were: "Do you like to watch T.V.?" "Do you watch T.V. at home?" and "List some of the programs which you make it a point to see." To the first question as to whether or not the students liked to watch television, 99 students answered "yes" and three students answered "no," while to the second question as to whether or not they watched television at home, 64 answered "yes," 33 answered "no" and five gave no answer. There were 79 television programs which the students indicated they made it a point to see; "American Bandstand" was the program which was listed by a high of 28 students. There were eight programs which were listed by several students, while the remaining 71 programs were listed by from one to not more than five students (see Table 33).

TABLE 33

TYPES OF TELEVISION PROGRAMS LIKED BEST

Types of Programs	Number of Students
Rock and Roll	41
Comedy	24
Detective	13
Family	10
Western	6
Total	94

Opinions of Students in Regard to
Their School Library

The question in this area was, "What suggestion can you make concerning your school library which might make your use of it more pleasant and profitable?" (state your opinion freely). Of the 102 students who participated in the study, 62 responded to the question. Of the 62 responding, 40 stated that they thought the library needed more books. Several students among the 40 who gave the above opinion also gave suggestions as to the types of books they desired. The types of books suggested were "story books," "funny books," "more sets of encyclopedias," "more books on poets and biographies," "more books on sports and love," and "more mystery books and comedies."

Various other opinions revealed in regard to the school library were:

1. "Students should handle library material more carefully."
2. "The reason I like the library is because it has some nice books. I like to read and enjoy them very much. I think the library is a good place to read."
3. "I think our school library is already pleasant and profitable. Our librarian is very nice, she helps you in every way she can. We have enjoyable books of all kinds."
4. "I would like to become a member of the library club."
5. "The library is all right. There is enough material but I don't have enough time to go to the library."
- *6. "There is nothing wrong with the library but the only time we can go in it is recess and then I like to go outside."

*This response probably came from a 9th grade student since the 9th grade has no study period during the school day.

7. "My opinion is that I think our school library is very good. We have many books to read which interest me very much. I think more students should visit the library during their study period."
8. "The library would be more pleasant if everyone could sit and none would be standing."
9. "It has helped me a lot, it is a good library."
10. "All students should be seated and there shouldn't be as much noise."
11. "For me, I don't have any suggestion because I don't visit the library enough to know what we need to make a nice library and a nice supply of books."
12. "I think the library is very nice because sometimes I can't find my lessons in my books and then I can go to the library."
13. "The library has helped me to gain a lot of information."
14. "Have some one to review each book in assembly and give the important points on each book."
15. "The school library is very nice; it has helped me a great deal in finding information."
16. "I think the library is very useful and wonderful if I would take my spare time to go in and read on my own, and not just when I have an assignment."
17. "I think if more of us used it more often it would make it more pleasant and profitable."
18. "Better books--more students participate."

CHAPTER III

EVALUATION OF THE LIBRARY BOOK COLLECTION

There are three essential factors without which a school library does not exist. These are: the librarian, the book collection and the library quarters.¹ New Deal School has all three factors and yet little use of present library facilities is evident. It has been stated earlier that the aim of this study is to evaluate one of these three major factors, which is the book collection. According to Fargo, the first specific aim of the school library is: "to acquire books and materials in line with the demands of the curriculum and the needs of boys and girls and to organize them for effective use."² In connection with this aim the Joint Committee of the National Education Association and the American Library Association believes that the school library should: "provide boys and girls with library materials and services most appropriate and most meaningful in their growth and development as individuals."³ The Committee further believes that "the book collection should contain titles appropriate to the ages and interests of the students, and titles that vary in reading difficulty, style and type."⁴ Therefore, the aim of this chapter is to examine thoroughly

¹American Library Association, Committee on Post-War Planning, op. cit., p. 9.

²Fargo, op. cit.

³American Library Association, Committee on Post-War Planning, op. cit., p. 21.

⁴Ibid.

the 1,021 volumes in the library book collection at New Deal School in order to determine how adequately and effectively it serves the students. The evaluation will be conducted on the basis of the findings revealed in Chapter II of this study from administering the Mooney Problem Checklist¹ and the Reading Interest Inventory.²

According to the data revealed by the problem checklist, which has been interpreted by sex, age and grade level, the most prevalent problems among the students enrolled in grades nine through 12 at New Deal School fell into five areas. Within the five areas there were 15 specific problems which were prevalent and which were equally distributed into groups of three within the five crucial areas of (1) Adjustment to School Work, (2) Finances, (3) Vocational and Educational Future, (4) Personal-Psychological Relations, and (5) Morals and Religion.

Among the 1,021 volumes in the library book collection at New Deal School, there were three books which may aid students in the area of Adjustment to School Work. These were Your High School Days by Detjen,³ Let's Talk About You by Bro⁴ and Time Out For Youth by Gregor.⁵ The book card in the first title showed that it has been used extensively, however, the book cards in the second two books showed little use. If there were more books under the subjects of "School Life," "Methods of Study" or "Study Hints," in the collection, then probably those problems in the area

¹Mooney, op. cit.

²Witty, op. cit.

³Mary E. Detjen and Ervin W. Detjen, Your High School Days (New York: McGraw-Hill Book Co., 1947).

⁴Margueritte Bro, Let's Talk About You (New York: Doubleday & Co., 1945).

⁵Arthur S. Gregor, Time Out for Youth (New York: MacMillan Co., 1951).

of adjusting to school work might be lessened.

In the area of Finances, Living Conditions and Employment, the three problems which were outstanding were concerned directly with finances. These problems may exist because of low family income, poor budgeting or both. At any rate, "Family Budgeting" or "Budgeting Low Incomes" is classified according to the Dewey Decimal Classification System under Class 640 which comes under the main subject heading of Home Economics. There were 13 books in Class 640 in the New Deal School Library book collection, but not one dealt with "finances," "budgeting" or the like. This is another area where more books in the collection could help students acquire information which would aid in budgeting the family income.

In examining the library book collection for books in the area of Vocational and Educational Future, the third crucial problem area, it was found that there were 10 books in the collection. Seven of these were factual books directly concerned with various careers, vocations, trades, job finding, et cetera, and three were fiction titles listed under Vocational Stories. Since there were 239 pupils in the school enrolled in grades seven through 12 this meant that there was one book in the area of Vocational and Educational Future to every 24 students and one book to every 10 students enrolled in grades nine through 12.

In the area of Personal-Psychological Relations, the library had 18 books in the Dewey Class 100, under the following sub-headings: six books in Adolescent Psychology, three books in Applied Psychology and nine books in Ethics. Whether or not the 18 books in this area were a sufficient number for these students (according to recommendations as to the number of philosophical books to be included in any collection) is important, but more important is the fact that, according to the book cards in these volumes, little use has been made of them. There may be various reasons why

these books have not been used extensively. One reason might be that the students are unaware that they are in the collection because they might not have been properly introduced to them. However, since these books are in the collection, it should not be concluded that the library has nothing to offer these students in relation to their problems in this area. Nevertheless, for whatever reason this lack of use exists it may account for those problems which the students revealed in this area.

There were 17 books included in the library book collection in the area of Morals and Religion. It has been mentioned in the area previously discussed that nine of these books were classified under Ethics which is essence is the same as morals. Eight of these 17 books were in Class 200 under Religion. Four of the eight were in sub-class 290 and were concerned with Mythology, while among the remaining four books, in sub-class 200, one was the Bible¹ and three were Bible stories. The problems in this area were in relation to understanding the Bible, feeling close to God and wondering about life after death. These problems were more concerned with religion than morals and therefore could probably be modified through reference to the Bible or Bible stories. It may be concluded that the library has little to offer these students in relation to their problems in the area of Morals and Religion. It seems that the Bible is one of the best sources through which these perplexities could be clarified and therefore it might be wise to acquire some of the various editions of the Bible which have been simplified and written for children and young adults.

Virtually, it may be concluded here that a close look at the library book collection in an attempt to evaluate holdings in relation to the revealed problems of these students will show that the library book collection

¹Bible, Holy Bible (King James version, Oxford Press.)

offers few books in these areas. Therefore, the collection could be characterized as being weak in these areas where the most crucial problems exist among the students. A complete list of titles in each subject area may be seen in Appendix B.

According to the responses to questions on the interest inventory the following interests were indicated: the students revealed that they liked to read for pleasure and that the majority of them devoted some time to reading each day. The types of books which were listed as those liked best were sports, romance, music, religion, homemaking, science, adventure and drama. They indicated that they liked to travel and that the majority of them had visited farms, churches, picnics and plays. They were interested in games and sports and those games liked best were "card games" and "basketball." The students held membership in various clubs and organizations and those liked best were the choral group, New Homemakers Association, New Farmers of America, Teen-age Book Club, the library club and student council. Most of the students indicated that they enjoyed high school very much and that the school subjects which they liked best were English, Home Economics, Mathematics and History. In reference to personal desires, the one which took precedence over all others was the desire to go to college. The majority of the students who responded to the question in regard to their opinion concerning their school library stated that they thought the library needed more books.

Among the various types of books which the students indicated that they liked best, books on sports ranked first among those types listed; yet only four books on sports were included in the collection. The number of books among the various types listed were as follows: five books on music, eight books on religion, nine books on adventure, 13 books on homemaking, 31 science books and none on romance or drama. This tabulation

showed that the library had few books among those in which the students are most interested (see Table 34).

TABLE 34

NUMBER OF BOOKS IN THE COLLECTION
AMONG THOSE TYPES LIKED BEST
BY STUDENTS

Types of Books	Number
Sports	4
Romance.
Music.	5
Religion	8
Homemaking	13
Science	31
Adventure.	9
Drama.

Since the students indicated an interest in travel, the travel section in the book collection was examined. It was found that the travel collection included a total of 23 volumes inclusive of atlases and geographies. None of these books were directly concerned with local places, nor places in the United States, but were concerned with foreign countries.

There were 10 books in the collection on games and sports. Four of these were classified under sports and six under games. Two of these books were directly concerned with basketball, which has been listed as the best-liked sport among these students.

English, Home Economics, Mathematics and History were the school subjects favored among these students with English ranking first among school subjects favored first, second and third. The collection included nine books on English, 13 books on Home Economics, three Mathematics books and 39 History books (see Table 35). In addition to the fact that the library had few books among those types which the students indicated that they liked best, the opinion given by many of them in regard to their school library may have been an indication that the lack of use existed because they felt

that the library had little to offer them in relation to their problems, interests and needs.

TABLE 35

NUMBER OF BOOKS IN THE COLLECTION
AMONG SCHOOL SUBJECTS
LIKED BEST

School Subjects	Number of Books
English	
a. Grammar	4
b. Composition	5
Home Economics.	13
Mathematics	
a. Arithmetic.	2
b. Geometry.	1
History	39

In view of the fact that there are 1,021 volumes in the library book collection, it seems evident, from a quantitative view point, that the collection may be relatively strong in some areas. However, from a qualitative point of view and in relation to the problems and interests which have been revealed, the entire collection is rather weak. The library has few books to offer the students in the five crucial areas which have been pointed out earlier and it also has few or none among those types which were favored or preferred. Since these weaknesses in the collection have been detected, efforts should be made to select and purchase books in those extremely inadequate areas. This attempt to build the collection in areas which are weak may not modify all existing problems or even satisfy all of the various interests and needs as such; however, it will be a step towards improving and, in some cases, probably overcoming inadequacies in the library book collection.

In checking the library book collection against two standard selection aids, it was found that 400 or 39 percent of the 1,021 volumes in the collection were listed in the List of Books for Junior and Senior High School

Libraries of South Carolina.¹ The same 400 plus an additional 300, making a total of 700 or 69 percent, were listed in the Standard Catalog for High School Libraries.² Three-hundred-twenty-one, or 31 per cent of the volumes in the collection, were not listed in either of the selection aids. This tabulation showed that over two-thirds of the collection had been selected from lists of books which have been recommended for students of the age and grade levels dealt with here, and yet little use of the collection is evident. If a study of this nature had preceded the purchase of the book collection, it is possible that a more suitable collection could have been selected. Since some weaknesses in the collection have been identified it may be wise to use the same two selection aids, in addition to various other recommended lists to make future selections and purchases.

¹List of Books for Junior and Senior High School Libraries of South Carolina, op. cit.

²Standard Catalog for High School Libraries, op. cit.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

New Deal School has been in existence as a rural consolidated school since 1955. The books in the library collection were purchased without a thorough consideration of the interests, needs and desires of the students. It was assumed that since little use has been made of the library book collection that there were certain problems and interests existing among these students which were not being met adequately through books. One hundred and two students enrolled in grades nine through 12 were used in the study because less use of library facilities was evident at this grade level. The general aim of the study was to evaluate the library book collection in relation to the problems, interests and needs of the students.

A study of the problems and interests of the students by means of the Mooney Problem Checklist and the Witty Reading Interest Inventory was made. The tabulation of the data from the checklist revealed five areas of living in which these students confronted certain crucial problems. The problem areas in order of their prevalence were: Adjustment to School Work; Finances, Living Conditions and Employment; Vocational and Educational Future; Personal-Psychological Relations; and Morals and Religion. There were at least three crucial problems in each of the five areas listed above.

The compilation of the responses from the Interest Inventory revealed certain of the students' activities and interests many of which were similar. They indicated high interest in reading books and listed various

types which they preferred. Among the types listed, books on "Sports" ranked first with a high degree of interest indicated in the following: travel, participation in games and sports, and participation in clubs and organizations. Most of them indicated that they liked high school very much and "English" was the best-liked school subject. The most dominant personal desire was "to go to college," and the suggestion which was dominant in regard to their opinions concerning their school library was that the library "needed more books."

The purpose of Chapter III was to examine closely the library book collection and to evaluate it in terms of the findings revealed from the Mooney Problem Checklist and the Witty Reading Interest Inventory. The process of evaluation was conducted by means of checking the most prevalent problems and the highest rated interests against the library shelf-list to determine what the book collection had to offer these students in relation to their revealed problems and interests. It was found that quantitatively the book collection was fairly strong in some areas but was weak in others, while qualitatively the collection showed definite weaknesses throughout and was extremely weak in those areas where the most crucial problems existed among the students. Also, the collection contained few or no books among those types in which the students indicated most interest and there were few books relative to many of the activities in which they were most interested.

In evaluating the holdings of the library by checking two approved book selection aids it was found that more than two-thirds or 69 percent of these books were listed therein; 31 percent of the books in the collection did not appear on these recommended lists. It was concluded that attempts should be made to strengthen the collection and that other titles should be selected not only from the two selection aids used but also from

other recommended lists.

In view of the revealed problems and interests of the participants in this study the following are some of the conclusions reached:

1. There was no significant difference in the problems and interests of these students with reference to sex; however, there was a wider degree of difference among them relative to age and grade level.
2. The library book collection showed definite weaknesses both quantitatively and qualitatively but more weakness was apparent in relation to quality than quantity.
3. Because books are selected from recommended lists is no definite assurance that they will appeal to the group for which they are selected.
4. Since so many of these students suggested that the library needed more books, a larger collection of books which are related to their problems and interests may be more attractive to them.

On the basis of the findings revealed from this study it is believed that it warrants the following recommendations: that special efforts should be made, both through the allocation of adequate funds and a process of careful selection of materials to strengthen the collection; with special emphasis being placed on procuring and purchasing materials in those areas where prevalent problems and prominent interests have been identified. It is also recommended that studies of this type or similar studies be made at regular intervals whenever feasible.

APPENDIX A

Number and Percentage of Students Checking Each Problem in Each of the 11 Problem Areas

Area 1: Adjustment to School Work

Item No.	Item	Number	Percentage
46	Missing too many days of school	10	10
47	Being a grade behind in school	16	16
48	Adjusting to a new school	6	6
49	Taking the wrong subjects	6	6
50	Not spending enough time in study	72	71
101	Not really interested in books	2	2
102	Unable to express myself well in words	33	32
103	Vocabulary too limited	12	12
104	Trouble with oral reports	18	18
105	Afraid to speak up in class discussions	18	18
156	Not getting studies done on time	13	13
157	Not liking school	3	3
158	Not interested in some subjects	22	22
159	Can't keep my mind on my studies	14	14
160	Don't know how to study effectively	4	4
211	Trouble with mathematics	25	25
212	Weak in writing	13	13
213	Weak in spelling or grammar	22	22
214	Trouble in outlining or note taking	16	16
215	Trouble in organizing papers and reports	9	9
266	Don't like to study	9	9
267	Poor memory	4	4
268	Slow in reading	10	10
269	Worrying about grades	32	31
270	Worrying about examinations	67	66
321	Getting low grades	26	25
322	Just can't get some subjects	56	55
323	Not smart enough	34	33
324	Afraid of failing in school work	26	25
325	Wanting to quit school	2	2

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 2: Finances, Living Conditions and Employment

Item No.	Item	Number	Percentage
6	Needing to learn how to save money	59	58
7	Not knowing how to spend my money wisely	17	17
8	Having less money than my friends have	19	19
9	Having to ask parents for money	58	57
10	Having no regular allowance (or income)	18	18
61	Too few nice clothes	13	13
62	Too little money for recreation	16	16
63	Family worried about money	6	6
64	Having to watch every penny I spend	12	12
65	Having to quit school to work	2	2
116*	Wanting to earn some of my own money	60	59
117	Wanting to buy more of my own things	26	25
118	Needing money for education after high school	33	33
119	Needing to find a part-time job now	26	25
120	Needing a job during vacation	29	28
171	Living too far from school	6	6
172	Relatives living with us	2	2
173	Not having a room of my own	11	11
174	Having no place to entertain friends	13	13
175	Having no car in the family	11	11
226	Parents working too hard	17	17
227	Not having certain conveniences at home	8	8
228	Not liking the people in my neighborhood	8	8
229	Wanting to live in a different neighborhood	9	9
230	Ashamed of the home we live in	4	4
281	Borrowing money	11	11
282	Working too much outside of school hours	1	1
283	Working for most of my own expenses	6	6
284	Getting low pay for my work	7	7
285	Disliking my present job	7	7

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 3: The Future: Vocational and Educational

Item No.	Item	Number	Percentage
41	Unable to enter desired vocation	9	9
42	Doubting the wisdom of my vocational choice	4	4
43	Needing to know my vocational abilities	6	6
44	Doubting I can get a job in my chosen vocation	6	6
45	Wanting advice on what to do after high school	61	60
96	Needing to decide on an occupation	11	11
97	Needing to know more about occupations	9	9
98	Restless to get out of school and into a job	6	6
99	Can't see that school work is doing me any good
100	Want to be on my own	3	3
151	Choosing best subjects to take next term	16	16
152	Choosing best subjects to prepare for college	19	19
153	Choosing best subjects to prepare for a job	22	22
154	Getting needed training for a given occupation	6	6
155	Wanting to learn a trade	20	20
206	Deciding whether or not to go to college	42	41
207	Needing to know more about colleges	50	49
208	Needing to decide on a particular college	17	17
209	Afraid I won't be admitted to a college	11	11
210	Afraid I'll never be able to go to college	22	22
261	Lacking training for a job	7	7
262	Lacking work experiences	5	5
263	Afraid of unemployment after graduation	6	6
264	Doubting ability to handle a good job	6	6
265	Don't know how to look for a job	9	9
316	Not knowing what I really want	14	14
317	Needing to plan ahead for the future	18	18
318	Family opposing some of my plans	4	4
319	Afraid of the future	6	6
320	Concerned about military service	13	13

Number and Percent of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 4: Personal-Psychological Relations

Item No.	Item	Number	Percentage
26	Losing my temper	57	56
27	Taking some things too seriously	26	25
28	Being nervous	18	18
29	Getting excited too easily	13	13
30	Worrying	21	21
81	Daydreaming	10	10
82	Being careless	13	13
83	Forgetting things	26	25
84	Being lazy	9	9
85	Not taking some things seriously enough	53	53
136	Moodiness, "having the blues"	6	6
137	Trouble making up my mind about things	19	19
138	Afraid of making mistakes	44	43
139	Too easily discouraged	5	5
140	Sometimes wishing I'd never been born	9	9
191	Afraid to be left alone	7	7
192	Too easily moved to tears	7	7
193	Failing in so many things I try to do	17	17
194	Can't see the value of most things I do	4	4
195	Unhappy too much of the time	7	7
246	Being stubborn or obstinate	1	1
247	Tending to exaggerate too much	1	1
248	Having had luck	14	14
249	Not having any fun	2	2
250	Lacking self-confidence	7	7
301	Too many personal problems	10	10
302	Having memories of an unhappy childhood	2	2
303	Bothered by bad dreams	14	14
304	Sometimes bothered by thoughts of in- sanity	4	4
305	Thoughts of suicide	1	1

Number and Percentage of Students
Checking Each problem in Each
of the 11 Problem Areas

Area 5: Morals and Religion

Item No.	Item	Number	Percentage
31	Not going to church often enough	15	15
32	Not living up to my ideal	15	15
33	Puzzled about the meaning of God	12	13
34	Doubting some of the religious things I'm told	10	10
35	Confused on some of my religious beliefs	9	9
86	Parents making me go to church	8	8
87	Disliking church services	2	2
88	Doubting the value of worship and prayer	2	2
89	Wanting to feel close to God	51	50
90	Affected by racial or religious prejudice	4	4
141	Wondering what becomes of people when they die	50	49
142	Confused on some moral questions	9	9
143	Parents old-fashioned in their ideas	14	14
144	Wanting to understand more about the Bible	56	55
145	Wondering how to tell right from wrong	4	4
196	Can't forget some mistakes I've made	24	24
197	Bothered by ideas of heaven and hell	16	16
198	Afraid God is going to punish me	14	14
199	Troubled by the bad things other kids do	10	10
200	Being tempted to cheat in classes	5	5
251	Sometimes lying without meaning to	13	13
252	Swearing, dirty stories
253	Having a certain bad habit	10	10
254	Being unable to break a bad habit	19	19
255	Lacking self-control	7	7
306	Sometimes not being as honest as I should be	18	18
307	Getting into trouble	8	8
308	Giving in to temptations
309	Having a troubled or guilty conscience	1	1
310	Being punished for something I didn't do	11	11

Number and Percentage of Students
Checking Each problem in Each
of the 11 Problem Areas

Area 6: Social Recreational Activities

Item No.	Item	Number	Percentage
11	Slow in getting acquainted with people	17	17
12	Awkward in meeting people	10	10
13	Being ill at ease at social affairs	4	4
14	Trouble in keeping a conversation going	29	28
15	Unsure of my social etiquette	14	14
66	Not enough time for recreation	8	8
67	Not enjoying many things others enjoy	22	22
68	Too little chance to read what I like	8	8
69	Too little chance to get out and enjoy nature	13	13
70	Wanting more time to myself	18	18
121	Nothing interesting to do in my spare time	8	8
122	Too little chance to go to shows	14	14
123	Too little chance to enjoy radio or television	8	8
124	Too little chance to pursue a hobby	7	7
125	Nothing interesting to do in vacation	5	5
176	Not being allowed to use the family car	9	9
177	Not allowed to go around with the people I like	14	14
178	So often not allowed to go out at night	12	12
179	In too few student activities	9	9
180	Too little social life	5	5
231	Wanting to learn how to dance	19	19
232	Wanting to learn how to entertain	11	11
233	Wanting to improve myself culturally	21	21
234	Wanting to improve my appearance	24	24
235	Too careless with my clothes and belongings	16	16
286	Too little chance to do what I want to do	17	17
287	Too little chance to get into sports	21	21
288	No good place for sports around home	20	20
289	Lacking skill in sports and games	8	8
290	Not using my leisure time well	9	9

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 7: Social Recreational Activities

Item No.	Item	Number	Percentage
21	Getting into arguments	24	24
22	Hurting people's feelings	14	14
23	Being talked about	28	27
24	Being made fun of	14	14
25	Being "different"	7	7
76	Wanting a more pleasing personality	22	22
77	Not getting along well with other people	8	8
78	Worrying how I impress people	15	15
79	Too easily led by other people	6	6
80	Lacking leadership ability	4	4
131	Slow in making friends	8	8
132	Being timid or shy	9	9
133	Feelings too easily hurt	19	19
134	Getting embarrassed too easily	11	11
135	Feeling inferior	6	6
186	Being criticized by others	10	10
187	Being called "hi-hat" or "stuck-up"	10	10
188	Being watched by other people	14	14
189	Being left out of things	9	9
190	Having feelings of extreme loneliness	4	9
241	Wanting to be more popular	19	19
242	Disliking someone	13	13
243	Being disliked by someone	28	27
244	Avoiding someone I don't like	13	13
245	Sometimes acting childish or immature	9	9
296	Being too envious or jealous	7	7
297	Speaking or acting without thinking	9	9
298	Feeling that nobody understands me	5	5
299	Finding it hard to talk about my troubles	18	18
300	No one to tell my troubles to	8	8

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 8: Courtship, Sex and Marriage

Item No.	Item	Number	Percentage
16	Having dates	11	11
17	Awkward in making a date	5	5
18	Not mixing well with the opposite sex	5	5
19	Not being attractive to the opposite sex	5	5
20	Not being allowed to have dates	4	4
71	No suitable places to go on dates	25	25
72	Not knowing how to entertain on a date	6	6
73	Too few dates	11	11
74	Afraid of close contact with the opposite sex	8	8
75	Embarrassed by talk about sex	5	5
126	Disappointed in a love affair	12	12
127	Girl friend	10	10
128	Boy friend	14	14
129	Deciding whether to go steady	19	19
130	Wondering if I'll find a suitable mate	24	24
181	Being in love	12	12
182	Loving someone who doesn't love me	20	20
183	Deciding whether I'm in love	16	16
184	Deciding whether to become engaged	10	10
185	Needing advice about marriage	14	14
236	Going with someone my family won't accept	8	8
237	Afraid of losing the one I love	17	17
238	Breaking up a love affair	11	11
239	Wondering how far to go with the opposite sex	9	9
240	Wondering if I'll ever get married	20	20
291	Thinking too much about sex matters	5	5
292	Concerned over proper sex behavior	3	3
293	Finding it hard to control sex urges	7	7
294	Worried about sex diseases	12	12
295	Needing information about sex matters	20	20

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 9: Health and Physical Development

Item No.	Item	Number	Percentage
1	Being underweight	16	16
2	Being overweight	3	3
3	Not getting enough exercise	25	25
4	Getting sick too often	5	5
5	Tiring very easily	24	24
56	Frequent headaches	20	20
57	Weak eyes	26	25
58	Often not hungry for my meals	17	17
59	Not eating the right food	6	6
60	Gradually losing weight	6	6
111	Not as strong and healthy as I should be	22	22
112	Not getting enough outdoor air and sun- shine
113	Not getting enough sleep	24	24
114	Frequent colds	7	7
115	Frequent sore throat	12	12
166	Poor complexion or skin trouble	8	8
167	Poor posture	5	5
168	Too short	7	7
169	Too tall	5	5
170	Not very attractive physically	5	5
221	Trouble with my hearing	5	5
222	Speech handicap (stuttering, etc.)	2	2
223	Allergies (hay fever, asthma, hives, etc.)	5	5
224	Glandular disorders (thyroid, lymph, etc.)	2	2
225	Menstrual or female disorders	7	7
276	Poor teeth	17	17
277	Nose or sinus trouble	4	4
278	Smoking	10	10
279	Trouble with my feet	6	6
280	Bothered by a physical handicap	2	2

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 10: Curriculum and Teaching Procedures

Item No.	Item	Number	Percentage
51	Having no suitable place to study at home	7	7
52	Family not understanding what I have to do in school	15	15
53	Wanting subjects not offered by the school	24	24
54	Made to take subjects I don't like	24	24
55	Subjects not related to everyday life	3	3
106	Textbooks too hard to understand	5	5
107	Teachers too hard to understand	10	10
108	So often feel restless in classes	19	19
109	Too little freedom in classes	10	10
110	Not enough discussion in classes	11	11
161	Not enough good books in the library	11	11
162	Too much work required in some subjects	17	17
163	Not allowed to take some subjects I want	14	14
164	Not getting along with a teacher	13	13
165	School is too strict	4	4
216	Classes too dull	5	5
217	Teachers lacking personality
218	Teachers lacking interest in students	2	2
219	Teachers not friendly to students	11	11
220	Not getting personal help from the teachers	6	6
271	Teachers not considerate of students' feelings	6	6
272	Teachers not practicing what they preach	3	3
273	Too many poor teachers	2	2
274	Grades unfair as measures of ability	8	8
275	Unfair tests	7	7
326	School activities poorly organized	3	3
327	Students not given enough responsibility	3	3
328	Not enough school spirit	11	11
329	Lunch hour too short	33	32
330	Poor assemblies	8	8

Number and Percentage of Students
Checking Each Problem in Each
of the 11 Problem Areas

Area 11: Home and Family

Item No.	Item	Number	Percentage
36	Worried about a member of the family	26	25
37	Sickness in the family	18	18
38	Parents sacrificing too much for me	10	10
39	Parents not understanding me	8	8
40	Being treated like a child at home	9	9
91	Not living with my parents	3	3
92	Parents separated or divorced	1	1
93	Father or mother not living	12	12
94	Not having any fun with mother or dad	6	6
146	Being criticized by my parents	9	9
147	Parents favoring a brother or sister	4	4
148	Mother	7	7
149	Father	6	6
150	Death in the family	11	11
201	Being an only child	2	2
202	Not getting along with a brother or sister	1	1
203	Parents making too many decisions for me	9	9
204	Parents not trusting me	7	7
205	Wanting more freedom at home	11	11
256	Clash of opinions between me and my parents	2	2
258	Parents expecting too much of me	10	10
257	Talking back to my parents	7	7
259	Wanting love and affection	7	7
260	Wishing I had a different family background	8	8
311	Friends not welcomed at home
312	Family quarrels	9	9
313	Unable to discuss certain problems at home	8	8
314	Wanting to leave home	5	5
315	Not telling parents everything	18	18

APPENDIX B

Three Books in the Area of Adjustment to School Work

1. Bro, Margueritte, Let's Talk About You. New York: Doubleday, 1945.
2. Detjen, Mary E. and Ervin W., Your High School Days. New York: McGraw, 1947.
3. Gregor, Arthur S., Time Out For Youth. New York: MacMillan, 1951.

Thirteen Books in the Dewey Class 640--Home Economics

1. Biddle, Dorothy, Table Setting for Everyone. New York: Barrows, 1951.
2. Craig, Hazel T., Clothes With Character. Boston: Little, 1941.
3. Ducan, Amon O., Food Processing. Atlanta: Turner, 1951.
4. Eberle, Irmengrade, Basketful: The Story of our Foods. New York: Crowell, 1946.
5. Farmer, Fannie M., Boston Cooking-School Cook Book. Boston: Little, 1951.
6. Harris, Jesse E., Everyday Foods. Boston: Houghton, 1954.
7. McLean, Nemadji B., Meal Planning and Table Service. Illinois: Bennett, 1955.
8. New York Herald Tribune. Young America's Cook Book. New York: Scribner, 1938.
9. Pickens, Mary, Singer Sewing Book. New York: Grosset, 1949.
10. Rathbone, Lucy, Fabrics and Dress. Boston: Houghton, 1948.
11. Ryan, Mildred, Your Clothes and Personality. New York: Appleton, 1948.
12. Sherman, Henry C., Food Products. New York: MacMillan, 1948.
13. Todd, Elizabeth, Clothes for Girls. Boston: Heath, 1952.

Ten Books in the Area of Vocational and Educational Future

- Brooke, Esther E. Guide to Career Success. New York: Harper Bros., 1947.
- Boynton, Paul W. Six Ways to Get a Job. New York: Harper Bros., 1951.
- Detjen, Mary E. and Detjen, Ervin W. Your Plans for the Future. New York: McGraw, 1947.
- Ferris, Helen J. Girls Who Did. New York: Dutton, 1927.
- Forrester, Gertrude, Occupational Literature. New York: H. W. Wilson, 1954.
- Kitson, Harry Dexter, Vocations for Boys. New York: Harcourt, 1955.
- Lingenfelter, Mary R. Vocations for Girls. New York: Harcourt, 1951.

Fiction Books

- Boylston, H. D., Sue Barton Student Nurse. Boston: Little, 1936.
- Cavanna, Betty, Paintbox Summer. Philadelphia: Westminster Press, 1949.
- Deleew, A. L. With a High Heart. New York: MacMillan, 1945.

Eighteen Books in the Area of Personal-Psychological Relations

Adolescent Psychology

- Baillard, Virginia, Ways to Improve Your Personality. New York: McGraw, 1948.
- Crawford, John E., Better Ways of Growing Up. Philadelphia: Muhlenburg Press, 1948.
- Fedder, Ruth, Girls Grow Up. New York: McGraw, 1948.
- Fosdick, Harry Emerson, On Being a Real Person. New York: Harper, 1943.
- McKown, Harry C., A Boy Grows Up. New York: McGraw, 1949.
- Strain, Frances, "But You Don't Understand." New York: Appleton, 1950.

Applied Psychology

- Crow, Alice, Learning to Live With Others. Boston: Heath, 1944.
- Grabbe, Paul, We Call it Human Nature. New York: Harper, 1939.
- Wright, Milton, Getting Along With People. New York: Whittlesey, 1935.

Ethics

- Andrix, Edna M., The Girls' Daily Life. Philadelphia: Lippincott, 1951.
- Banning, Margaret C., Letters to Susan. New York: Harper, 1936.
- Daly, Sheila John, Personality Plus! New York: Dodd, 1951.
- Duvall, Evelyn R., Family Living. New York: MacMillan, 1955.
- Dickerson, Roy E., So Youth May Know. New York: Assn. Press, 1948.
- Groves, Ernest R., The Family and Its Relationships. Philadelphia: Lippincott, 1953.
- Johnson, Roswell H., Looking Towards Marriage. Boston: Allyn, 1943.
- Shacter, Helen, How Personalities Grow. Bloomington: McKnight, 1949.
- Welshimer, Helen, Questions Girls Ask. New York: Dutton, 1949.

Four Books in the Area of Religion

1. Bible, Holy Bible (King James Version, New York: Oxford Press.)
2. Bible, Selections. New York: Knopf, 1944.
3. Phillips, Ethel M., Bible Boys and Girls. New York: Warne, 1949.
4. Yates, Elizabeth, Joseph. New York: Knopf, 1947.

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